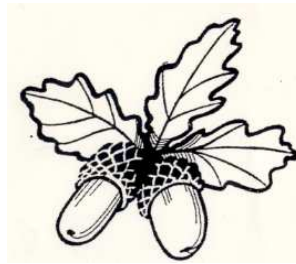




**Y S G O L G Y N R A D D
P R I M A R Y S C H O O L**



"From Little Acorns Tall Oak Trees Grow"

**Governing Body Report to Parents
2015 / 16**



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Vision Statement

A Community developing happy, confident, caring children with a positive attitude towards life and learning.

Chair's Comments

Dear Parents

It is my pleasure to present to you the Governor's Report for 2015/2016.

This has been yet another very busy year for your children and the staff. For me one of the highlights has to be the Christmas Concerts. I am reminded by the standard of the concerts that your children are so talented and enthusiastic. This year I was also invited to attend the Leavers Concert and the rapport and mutual respect between pupils and staff was obvious.

On the academic front Bryn Deri was classified as a Green school. This means the school has been judged to be a "Highly effective school". Congratulations to all pupils and staff for an excellent achievement.

Once again the pupils have shown their IT competence by entering the 3rd robot creation, and out of 14 entrants, 11 of which were high schools, they were awarded 2nd place.

Fundraising has also been an important part of school life and the pupils came up with some exciting ways of raising money. I would like to take this opportunity to thank the work of the PTA and their fundraising events. They make an important contribution to school life to enable luxuries to be provided for pupils.

The school has achieved The Platinum Award in the Eco-School Program which is only attained by 10% of schools that enter it. What an incredible result for the school. Well done to all pupils, staff and parents.

This year saw the departure of Mr Walker and we wish him well in his new post. I have to thank all the governors for tirelessly discharging their duties during the last year. We are very fortunate in Bryn Deri to have such a professional and dedicated group of people willing to give their time freely to attend to their duties.

Margaret Lloyd

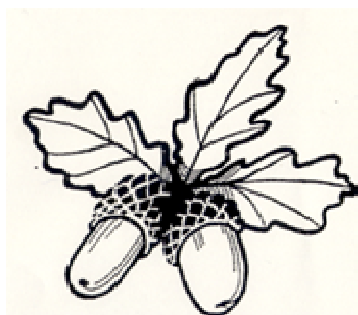
Chairman of Governors



Bryn Deri Primary School Governing Body Who are we?

The general responsibility for the effective management of the school is vested in the Governing Body, who are:-

| Name | Category | Address | Term Of Office Ends |
|-----------------------------|--------------------------------|---|---------------------|
| Mrs M Lloyd (Chair) | LEA | 7 The Green Radyr Cardiff Tel:029 20842649 | Autumn 2016 |
| Mr P Thomas (Vice Chair) | Parent | | Autumn 2017 |
| Dr D Silver | Community | | Autumn 2016 |
| Miss L Nicholas | Community | | Summer 2016 |
| Ms J Hallinan | L.E.A. | | Summer 2019 |
| Rev. P Martin | Community | | Spring 2019 |
| Dr P Kitcher | Community | | Spring 2019 |
| Mrs J Evans | L.E.A. | | Spring 2018 |
| Mrs S Burford | Non-Teaching Representative | | Autumn 2018 |
| Mr M Walker/Mrs M James | Teacher Representative | | Summer 2020 |
| Mrs C Davies | Headteacher | | |
| Mr N Desmond | Parent | | Summer 2018 |
| Mrs N Williams | Parent | | Autumn 2019 |
| Mr G Johnson | Parent | | Autumn 2016 |
| Mrs C Smart | Parent | | Autumn 2019 |





Acknowledgements

We are once again pleased to have this opportunity to acknowledge some of the many people that contribute to the life of Bryn Deri.

The governors wish to acknowledge and thank those governors who have supported the school tirelessly during their terms of office through their dedication and commitment.

During 2015-16 Mark Walker was appointed as Deputy Headteacher at Albany Road Primary School providing him with an opportunity to widen his experiences of deputy headship in another school in Cardiff. Mr Mark Walker was an active member of the governing body and PTA in addition to his varied teaching roles as Deputy Head Teacher. He played a key role in establishing 'Dads behaving Dady' and a range of sporting extracurricular activities in addition to attending many community events. The Governing Body would like to acknowledge and thank the commitment and support that Mr Walker provided during his 5 years as Deputy Head at Bryn Deri Primary and wish him good luck in his new role.

The Governors wish to acknowledge the fantastic job the teaching staff and teaching assistants do for our children and thank them for their continued dedication.

We are thankful for the patience and commitment of all our fulltime and part time teaching assistants who during 2015-16 have very ably assisted pupils, including those who have assisted pupils with special needs on a 1:1 basis.

It is due to the hard work and dedication of all these staff that the school is caring and fully inclusive school of which we are extremely proud.



We would also like to thank all the school staff for the support they have given to extra-curricular clubs and for their continued commitment, particularly the extra time they give to field trips such as Llangrannog and Storey Arms, and to a whole variety of other out of hours' activities.

The children thoroughly enjoy these activities and gain much from them. Our special thanks should also go to staff members willing to undertake residential visits namely -

Claire Davies, Mark Eldridge, Maxine Netherway, Sarah Burford, Susan Jones, Ruth Goddard, Gemma Bailey, Sarah Coomber and Christine Matthews.

Without this commitment these visits could not take place.



Our thanks continue:

There have been several very worthwhile partnerships:

- Cardiff Blues, Cardiff City Football Club Foundation, SportsXtra and Radyr Cricket Club have all supported the development of sport at Bryn Deri during curriculum PE lessons and led to continued uptake of sport outside school. We are extremely grateful for the opportunities that such partnerships provide for our children
- Thanks go to our peripatetic music teachers for helping to develop the musical skills of our pupils
- Thanks must also be given to the volunteer students from Royal Welsh College of Music and Drama who provide our children with the opportunities to play successfully as an orchestra in national events such as Music For Youth and gain success as a choir in external events such as the African Children's Choir at St David's Hall and 1000 Voices; The Music of the Movies at Motorpoint Arena. We are grateful for the time which is given so freely to nurture the talents of our pupils
- Thanks once again to Mr David Cargill who rehearsed our dancers for the maypole dancing and supports community events throughout the year at Bryn Deri. His willingness to give such enthusiasm and free time is really appreciated.
- Thanks also to Miss Sammy-Lee Newman from Cardiff Metropolitan University for her time in preparing our Year 6 dancers for the Schools' Dance Association annual festival at the Sherman Theatre and their wonderful performance for the Cardiff Games Dance Competition in which they successfully achieved runners up. Also to Miss Sophie Hutchings for preparing our pupils from Years 1 to Year 6 for both these events.
- We would also like to thank parents and other adult helpers for giving their time to support staff and children in many ways, it is really appreciated. Particularly our Welsh speaking volunteers from our local community who support the learning of the Welsh Language at Bryn Deri.
- Julia Hart, our school secretary, is a real mainstay of the school. We are very grateful for all her hard work particularly in relation to the handling of the finance records and the work that she does to support the school and the governing body. Also to Mrs Lisa Green who has worked closely alongside Julia Hart this year as part of a job share.
- During 2015-16 we continued to be lucky to have our loyal lunchtime staff – Mrs Traynor, Mrs Istance, Miss Thomas, Mrs Thorne and Mrs Gelder. They have proved reliable and supportive - we appreciate all they do for us.
- The school itself is well cared for and this is due to the hard work of our caretaker, Eirwen Bowden and our cleaners, Jeff Pask and Sharon Coomer. The Governors are very grateful to them for their 100% commitment.
- As always, last, but certainly not least, the Governors wish to acknowledge and thank parents for supporting the school and particularly the PTA Committee, under the chair of Mrs Lisa Clayton for the very valuable contribution they make, not only by way of financial support, but also in the many varied and enjoyable social functions they provide. Bryn Deri is very fortunate in having such an active, supportive PTA and one that is so generous in the time that they give to the school.



Gifts to School

During the year, we were most fortunate to have the following generous gifts donated to the School by the PTA a sum of £12,500. Also, £564 donation towards new Sports Kit for our school teams.

| | |
|---------------------------------|----------------|
| Computer Screens for Classrooms | 12,500 |
| | |
| Total | £12,500 |

The PTA give time to organise social and fundraising events for parents and children such as Quiz Nights, Dances, etc. The Governing Body are very grateful to them for undertaking these activities. ***Also, thanks to the Radyr and Morganstown Association who helped pay towards costs for the Festival and the Rotary club for the Choirs performances.***

Charitable Donations

Our pupils, staff and parents are exceedingly generous and have supported many causes during 2015 - 2016 notably;

- Children in Need
- MacMillan Cancer Care
- Royal British Legion
- Velindre Cancer Care

Altogether donations of £1655.55. The children were also generous in their donation of harvest boxes for Radyr Citizens and the Food Bank and Shoe Boxes of gifts for Romanian orphans.

Improving Governance

The Governing Body has reviewed its own working arrangements within the framework of the Governors Wales Bronze Award. Our key committees are Finance, Personnel, Curriculum and Premises. Committees meet at least termly or more frequently when necessary. The Full Governing Body meets each half term. Governors also take responsibility for monitoring specific School Improvement Priorities. There are link governors for each area of the curriculum.

Governors' Expenses

The regulations concerning School Governorship entitle the Governors to claim expenses incurred in carrying out their duties. However, they are mindful that the sole source of funding for these activities would be the school's budget; hence, Governors' expenses for the year are nil.



Review of School Policies

The following policies have been reviewed:

- Prospectus
- Home School Agreement
- Admissions Policy
- Attendance and Wellbeing Policy
- Financial Regulations
- Management of School Private Funds
- Charging and Remissions Policy
- Safeguarding Policy and Child Protection
- Performance Management Policy
- School Recruitment & Selection, Conduct, Discipline, Grievance, Capability Policies
- Disclosure and Barring Service (DBS) Policy
- Capability Procedures for Teachers and Head Teachers
- Visitors and External Speakers
- Health and Safety Policy
- Radyr Cluster Attendance Framework Policy
- Ethos Behaviour and Attitudes
- Anti-Bullying Policy
- Sex Relationships Education Policy
- Curriculum Policy • Teaching and Learning Policy
- Special Educational Needs Policy
- Strategic Equality Plan • Accessibility Plan
- Whistle Blowing Policy
- Whole School Pay Policy
- Complaints Policy and Procedures
- Unacceptable Actions by Complainants Policy
- Substance Misuse Policy
- Health & Hygiene Policy
- More Able and Talented Policy

Committee Reports

Finance Committee

Chair Dr David Silver (Community Governor)

The School's Annual Budget is allocated to the school by the Local Education Authority according to an agreed formula and the Finance Committee assigns it to various cost headings. We do this ensuring it is in line with the requirements of the School Improvement Plan.

The Finance Committee met regularly throughout the year to monitor the overall income and expenditure, cash flow and our expenditure against each cost heading to ensure we stayed on plan.

[A copy of the Financial Statement for the year 2015/2016 is included in the Appendix.](#)

The school declared a balanced budget for this financial year, 2016/17, though this is getting harder to do each year. We get very little funding from the Welsh Government's Deprivation Grant as we have so few Free School Meal Pupils, an area where many schools get a very large grant. Our nursery numbers were also cut back this year, so we



received a lower budget settlement. This one off cut in numbers from September 2016 is spread over two financial years, so we will receive an even lower amount next year. This will make achieving a balanced budget next year even more difficult, though the committee are always looking at ideas to save money and increase our income.

Premises Committee 2015 -2016 Chair: Mr Gary Johnson (Parent Governor)

The Committee met once each term when site inspections were conducted accompanied by Mrs Bowden, our Caretaker. Maintenance work and necessary repairs were identified during these inspections and actioned or completed. Actions completed included minor repairs, repainting of external metal fascia and classrooms (Y1 and Nursery), repairs to drainage system and replacement of specific playground surfaces where deemed necessary. Health and Safety policies and documents were updated regularly by the committee.

During the year we continued to highlight the deteriorating condition of the Nursery to the LA and the drainage system. The governing body requested action from the LA as landlord concerning welfare facilities for Staff. In particular, the number of toilets provided for female staff and for resolution of an ongoing problem with a blocked main drain. Several unsatisfactory repairs were made to both during the spring term.

During the summer break 2015 substantial repairs were made to the nursery building (flooring replace and roof repaired), to ensure that it was fit to receive pupils in September 2015 and repairs to the drainage system were successfully completed in October 2016. The Head Teacher and Governors continued to meet with the LA to successfully progress proposed plans for a replacement Nursery building and for School kitchen facilities. The Nursery project was initiated during summer term 2016. The nursery building was replaced in November 2016. Confirmation of the new Kitchen Pod project was received with work due to commence in Autumn Term 2016.

Personnel Committee 2015-2016 – Chair Mrs Clare Smart (Parent Governor)

The Personnel Committee met regularly during the academic year to review staffing arrangements in line with the needs of the school as identified in the school improvement plan. We work closely with the Finance Committee, to consider the budgetary requirements of the school and ensure that the Full Governing Body is kept informed of all developments.

2015-16 saw a number of changes within the Senior Leadership Team. Bryn Deri actively encourages staff to take up development opportunities as they arise.

During the year members of the Personnel Committee have supported the recruitment and appointment of teaching staff.

We also review Human Resource policies as required and recommend changes if applicable.



Curriculum Committee 2015 -2016 - Chair Mrs Jane Evans (LEA Governor)

The Curriculum Committee meets at least once a term and is responsible for monitoring the whole curriculum within the school. The group review policies and schemes, considering the merits and implications of new/proposed curricular initiatives. We regularly meet to review, discuss progress against Targets and the School Improvement Plan as well as offering support and challenge in the school self-evaluation process.

Recent work undertaken by the committee has looked at implementation of new learning initiatives, Literacy and Numeracy Framework, our role as a Digital Leader, The Donaldson Report and the impact of these initiatives on learning, The committee regularly reviews pertinent policies ensuring that we are compliant and that we look to serve the best interests of the school community. With the implementation of the National Categorisation programme the group represents the governing body at the annual school review.

The curriculum committee recognise and extend sincere thanks to the whole team at Bryn Deri for their dedication to and focus on ensuring that we provide a broad range of programmes to support our children adding value and are proud of the academic results achieved this year.

Additional Learning Needs (Governor Responsible Clare Smart)

Special Educational Needs (SEN)

Bryn Deri's Special Educational Needs Policy follows the guidelines and requirements of the Code of Practice 2002 and complies with the 1993 Education Act. The School has a comprehensive and continually up-dated policy document, which follows the SEN Code of Practice.

During 2015-16 Mrs M James supported by Miss Evans continued to be the designated Additional Learning Needs Co-ordinator (ALNCO), at Bryn Deri and liaise with class teachers to identify pupils with SEN and design and implement appropriate educational plans for individual pupils. The ALNCO maintains the ALN register, which is monitored regularly with the Headteacher. The ALNCO, Headteacher, class teachers and teaching assistants work together on the implementation of the SEN Policy. There were 8 pupils with Statements of Special Educational needs up to July 2016, including 2 pupils in receipt of Early Years Funding. In addition there were 5 at School Action Plus and 17 at School Action.

Parents are informed of children's progress and are involved in discussion at all stages and in the implementation of Individual Education Plans.

Extra teaching support, at both Key Stages, is proving beneficial as it is providing further small group work and more individual attention. There are 6 teaching assistants who work with particular pupils 1:1 for varying amounts of time (dependent on the



requirements of their Statement for SEN). This is in addition to those teaching assistants who work with pupils in small groups on specific interventions.

The staff at Bryn Deri continue to be diligent in identifying, at an early stage, a need for extra help and every pupil is encouraged to achieve his or her full potential. All SEN provision is carried out thoroughly and as sensitively as possible.

The school identifies pupils who will benefit from undertaking a range of specific literacy and numeracy interventions which have proved very successful: Individual and Group Stars (Specialist Teacher Acceleration Reading Skills), SAIL (School Action Intervention in Literacy), ELKLAN, Spirals, Speech Links and Language Links, Direct Phonics and Talk About, NIPPERS and Maths Factor (Numeracy Intervention Programmes). Pupils benefit from individual and group programmes delivered by our Emotional Literacy Support Assistant (ELSA) to remove barriers to learning and ensure happy children in school and at home. Support staff receive appropriate CPD to enable them to deliver these specialist interventions effectively where the need arises.

The school regularly engages with staff from specialist units or schools setting in place appropriate programmes for children with particular needs, for example Speech and Language, Occupational Therapy, Autistic Spectrum Disorder Team, specialist Behaviour Team and CAHMS. Specialist teachers and teaching assistants for literacy and numeracy work in conjunction with school staff to plan appropriate catch up programmes for those pupils with specific needs. The Educational Psychology Service provide guidance and support to ensure all our children reach their full potential. Whole staff training has been received from the Hearing Impaired Team; Diabetes training has been received from the school specialist nurse and The Down's Syndrome Association gave guidance to support pupils with Downs Syndrome within the main stream education system.

More Able and Talented (MAT)

Mrs M. James supported by Mrs Netherway coordinated support for More Able and Talented (MAT) children. Mrs Netherway attended training as part of our School Improvement Group (SIG) and the annual NACE Conference to further develop provision for MAT pupils. Provision is also offered to children that have particular strengths in particular areas to extend and develop those abilities. Talents were celebrated in assemblies and on a talent display board within the hall. Following parental survey, on every class web page pupils' interests and success were celebrated. The school is continuing to work towards the NACE Challenge Award.

English as an Additional Language (EAL)

Mrs James supported by class teachers was also responsible for ensuring that the needs of all our pupils with EAL are clearly identified through a Needs Assessment. All staff have received relevant training and have worked in conjunction with outside agencies to ensure that specialist teaching resources, carefully planned programmes of study and strategies are implemented effectively to overcome barriers to learning.

Equal Opportunities (Governor Responsible M/s E Nicholas)

Summary Statement

Bryn Deri is a caring school.



*Our school is committed to equal opportunities regardless of Race, Gender, Gender Reassignment, Ability, Disability. Sexual Orientation, Religion or Belief, Age, Marriage and Civil Partnership, Pregnancy and Maternity.
Our school endeavours to treat everyone equally favourably and with respect.*

The school has established an Equality Engagement Group (EEG) drawn from pupils, parents, staff and governors from the school community and include representatives from groups with protected characteristics as defined by the Equality Act 2010 and reflecting the diversity of Cardiff. The EEG assists the Full Governing Body in monitoring the School's General and Specific Duties within the Equality Act 2010. The group works with the School to assess and review the impact of policies, practices, and communications, to advance equality and eliminate discrimination. The group is supported by Untethered Ltd, an equalities consultant group, to ensure compliance. The school Strategic Equality Plan and the Annual Equality Report are published on the school website.

Inclusion / Accessibility

The admission arrangements to the School are the same for both disabled and able-bodied pupils/staff. Bryn Deri implements a policy of integration and will endeavour to make appropriate arrangements for those with disabilities.

Ground floor access to each entrance/exit (including the main entrance) facilitates wheel chair access from the car park and the school playground to the school. The school has toilets for the disabled. There is also a parking space for the disabled in the Car Park and a ramp into the Reception class. All external doors conform to accessibility regulations.

If staff or pupils both now and in the future require special adaptations we will endeavour to meet their needs. We have an accessibility plan which is published on the school website

Promotion of Healthy Lifestyles

Bryn Deri is part of the Healthy School Wales Network and has achieved Phase 3 of the Healthy Schools Scheme. Children are provided with free water bottles on entry and encouraged to drink water throughout the day. A fruit snack scheme has continued to be successful. The school consistently encourages healthy eating and active play and is proud to have been placed 5th in the Cardiff Games. During 2015-16 (Phase 4) the main area of action was 'Safety':

- Road Safety
- Internet Safety
- Sun Safety

These actions were in addition to sustainable actions in;

- Nutrition
- Physical Education and Fitness
- Mental and emotional health and wellbeing
- Personal Development and Relationships
- Substance Use and Misuse
- Environment

Breakfast Club Facilities

In September 2012 a Welsh Assembly Government funded breakfast club was established at Bryn Deri Primary School and has been highly successful. During 2015-16 approximately 60 pupils benefitted from a healthy breakfast each morning. This shows a marked increase and demonstrates the success of this scheme.



School Meal Provision

During 2013-14 the school established provision to serve Cardiff Catering Service cold lunches. This has continued in 2015-16. Menus are available on the school website. Meals consist of a selection of healthy sandwiches, baguettes and pasta, a drink and desert. Meal choices and payments are required in advance every Thursday in a clearly labelled envelope.

During 2015-16 the school continued on every level, to pursue the need for hot school meals facilities with Cardiff County Council. Cardiff Catering Service sourced a kitchen pod which would provide excellent facilities and this proposal has been progressed via the Local Authority during the academic year 2015-16. The new kitchen pod with a fully functioning kitchen and dining area for 100 pupils will be completed in 2016-17 to enable pupils to purchase hot school meals.

Facilities continue to be readily available for pupils to bring a packed lunch. In accordance with WAG Appetite for Life guidelines, the emphasis is on the healthy options. Confectionery such as sweets and chocolate are not to be eaten during the school hours.

Eco Schools

At Bryn Deri we aim to provide learning experiences that enable pupils to learn how to care for and protect their environment. In small, yet significant ways, we will strive to reduce pollution, and use our natural resources with thought and care. We do this with the understanding that collectively, schools in Wales, the UK and globally, can make a huge difference. During 2015-16 the school successfully achieved the prestigious Platinum Eco Schools Flag Award. The Eco-Schools programme has a simple framework, which provides the tools to promote and develop sustainability throughout your school. The Platinum Award is the highest award possible and comes after achieving four Green Flag awards Bronze and Silver. Only 10% of schools have achieved this award and we are exceptionally proud of this achievement. The award has taken in to account eight years of evidence. A special acknowledgement and thank you must be given to the Bryn Deri Eco Committee, led by Mrs Vigliotta and Mrs Smart (Link Governor) who have worked tirelessly to ensure that this was a successful, whole school affair. Their determination has ensured that we are a school community that cares about our planet. We think global and act local! The school will begin working with other Platinum Flag Award schools on local and global projects within the wider community during 2015-16.

Toilet Facilities

The Welsh Government Governing Body Report 'School Toilets' (Good Practice Guidelines for Schools in Wales) is followed by the school to ensure that toilets are open and accessible to all learners throughout the hours of school opening.

The reception class has its own toilet facilities. There are boys and girls toilets off the Infant corridor and 2 boys' and 2 girls' toilet facilities in the KS2 section. Toilets are thoroughly cleaned and disinfected every day. There are 2 toilets for the disabled.

All washroom/toilet areas are protected from adverse weather. Toilet area walls, floors, ceilings, doors, etc. are of a type that are impervious/non-absorbent and washable, easy to clean, and capable of withstanding disinfection and other cleaning processes. Toilets are adequately lit. Toilets are warm enough to be comfortable in winter.

The school acknowledges the importance of good toilet facilities and how toilet facilities can have an effect on learner morale, behaviour and potentially health. Learners are involved in ensuring improvement in the toilet facilities through the SWAT inspection programme and the development/review of a School Toilet Policy. The handwashing toolkit is used in Foundation Phase to promote good hygiene.



School Prospectus

The School Prospectus for Bryn Deri is available on the school website or on request from the school office if any parent or guardian wishes to have a copy. The Prospectus is updated at least once a year. Parents of new children and prospective pupils are also given a copy.

Prospectus Changes since previous Governor's Report

The Prospectus is reviewed annually and changes have been made to reflect staffing changes and end of Key Stage data.

Meeting with parents

The School Standards and Organisation (Wales) Act 2013 enables parents of registered pupils at the school to request up to 3 meetings a year with the governing body via a petition. There were no meetings requested or held this academic year.



Organisation From September 2015 to July 2016

The detailed decisions about the day to day running of the school are the responsibility of the Headteacher and the staff who for 2015/16 were:-

| Name | Class | No | Age | Responsibility |
|--|---|----|-----|--|
| Mrs C Davies | Headteacher | | | Whole School |
| Mr M Walker | Deputy Headteacher Until Easter 2016 | | | Mathematics/Numeracy and Science Co-ordinator, Whole School Curricular, Student Link Tutor & Extra Curricular Initiatives, Health and Safety |
| Miss H Rosser | Nursery Part Time | 48 | 3+ | English/Literacy Co-ordinator |
| Mrs J Vigliotta | Nursery Part Time | 48 | 3+ | Global Citizenship and Sustainability Co-ordinator Geography Co-ordinator, ECO Schools |
| Mrs L Clark | Reception | 29 | 4+ | RE and PSE Co-ordinator |
| Mrs P Evans | Year 1 | 29 | 5+ | PE Co-ordinator, Thinking Skills Co-ordinator |
| Mrs M James | Year 2 | 30 | 6+ | ALNCO SEN/MAT/EAL INCLUSION |
| Miss R Batte | Year 3 | 30 | 7+ | Design Technology Co-ordinator Welsh Co-ordinator |
| Mrs M Netherway | Year 4 | 30 | 8+ | Library Co-ordinator Art & Design Co-ordinator |
| Mr M Eldridge | Year 5 | 24 | 9+ | ICT Co-ordinator, Assessment, Record Keeping and Reporting Co-ordinator |
| Mrs B Hughes | Year 6 | 31 | 10+ | Music Co-ordinator |
| Mrs D Wood | P/T Support Teacher | | | History Co-ordinator, School Council(SWAT) |
| Mrs J Vigliotta | P/T Support Teacher | | | |
| Madame Durham | French teacher | | | 1 lesson a week for yr 6 pupils |
| Mrs D Jones | P/T Teaching Assistant | | | |
| Mrs T Davies | Teaching Assistant | | | |
| Mrs S Jones | P/T Teaching Assistant | | | |
| Mrs M Peduzzi | Teaching Assistant | | | |
| Miss J Evans | P/T Teaching Assistant | | | |
| Mrs C Matthews | P/T Teaching Assistant | | | |
| Mrs R Goddard | Teaching Assistant | | | |
| Miss C Channon | Teaching Assistant | | | |
| Miss G Bailey | Teaching Assistant | | | |
| Miss S Coomber | Teaching Assistant | | | |
| Mrs S Burford | Teaching Assistant | | | |
| Mrs P Dickens | Teaching Assistant | | | |
| Mrs M Street | Teaching Assistant | | | |
| Mr S Gregory | Teaching Assistant | | | |
| Mrs J Hart | P/T Clerical Assistant | | | |
| Mrs L Green | P/T Clerical Assistant | | | |
| Mrs E Bowden | Caretaker | | | |
| Mr J Pask | Cleaner | | | |
| Mrs S Coomer | Cleaner | | | |
| Mrs S Traynor | Lunchtime Supervisor | | | |
| Mrs D Gelder | Lunchtime Supervisor | | | |
| Mrs L. Thorne | Lunchtime Supervisor | | | |
| Mrs I Istance | Lunchtime Supervisor | | | |
| Miss N Thomas | Lunchtime Supervisor | | | |
| Number of pupils on the School Roll July 2015 = 203 | | | | |
| Number of pupils on the Nursery roll July 2015 = 78 Grand total =281 | | | | |



Curriculum, Organisation of Education & Teaching Methods

Bryn Deri is a caring, fully inclusive school offering a stimulating learning environment where the emotional, social, physical and intellectual needs of each individual can be developed. A broad and balanced thematic approach to delivering the National Curriculum is used to provide opportunities for key skills to be developed in a meaningful context. During 2015-16 the school continued to deliver Cornerstones Curriculum across the whole school to ensure highly engaging contexts for learning which meet the needs of the National Curriculum and the Literacy and Numeracy Framework.

Literacy, Numeracy and ICT skills are given extremely high priority across the curriculum. In 2015-16 the school consolidated the use of Big Maths – a rigorous, systematic and structured approach to teaching Number which complements current resources such as Abacus Evolve. Increased IT capacity within the school has ensured that all children have access to a wide variety of emerging technologies. Developing Digital Competencies across the curriculum in all areas of learning became a key focus of all teaching and learning. During 2015-16 Bryn Deri further developed its role as Lead School for Digital Learning by leading staff training and sharing excellent practice across the Central South Consortium.

We endeavour at all times to provide a challenging environment where all pupils are encouraged to develop independence and show initiative, particularly in transferring learning and using their skills in different situations. Our expectations of the pupils are always extremely high. We expect them to make use of their skills and talents and be self-motivated to understand the next steps in their learning.

During 2015-16 nine teachers (including 1 job share in Nursery) each take responsibility for mixed ability classes, grouped by age. At any one time pupils in both Foundation Phase and Key Stage 2 pupils can be expected to be involved in a wide variety of activities. Supporting the nine teachers and working alongside them in 2015-16 was 1 part time, 1 fulltime teacher and thirteen very capable Teaching Assistants.

The structure of the day is flexible, with all staff endeavouring to create the conditions in which pupils learn best and match their approaches to the pupils' needs and abilities.

The Curriculum is therefore delivered in several ways:

- Formal Direct teaching (Focused Teaching) where a specific skill or item of knowledge is taught to the whole class, group, pairs or individual
- Enhanced Provision and Continuous Provision (application and consolidation of learning)
- Active Learning through 'doing', where a pupil or a group is given a practical investigation to explore
- Learning through research, where pupils are asked to find the answers to particular questions by using reference material or IT/ICT resources
- Individual teaching where a pupil who has ALN, EAL or is More Able and Talented is given an Individual Programme of Work
- Appropriate homework to reinforce skills/knowledge.



The Headteacher, Senior Leadership Team and staff monitor the progress of all pupils. This ensures that every pupil is making at least the expected level of progress but also identifies those who need additional support and those who are more able. Specialist support and interventions are used to overcome barriers to learning.

Welsh Taught as a Second Language

One Governor and several staff speak Welsh as a first language or second language. Although Children are taught through the medium of English, Welsh 2nd language is also of high importance. Children and staff use incidental conversational Welsh each day and Welsh is also taught in specific lessons. Pupils in Upper KS2 grasp that by knowing the question words and the sentence starters it is possible to transfer skills between contexts. They have enough knowledge of vocabulary to converse on most themes and an understanding that sentence patterns can be used even if there were a few gaps in knowledge. By the end of key stage 2 pupils attainment was excellent. We were fortunate again in 2015-16 to have the support of Welsh speaking members of our local community who attend weekly on a voluntary basis to read and converse in Welsh with our children. Pupils in Year 4 again attended a successful residential visit to Llangrannog to further develop their Welsh skills and experience of Welsh Culture. In addition in 2015-16 pupils were encouraged to become members of the Urdd, which enabled them to access the Urdd afterschool club and Urdd Eisteddfod events. Central South Consortium support and challenge the school in ways to raise standards in Welsh 2nd Language for pupils and staff. Pupils are taught Welsh 2nd language from Nursery to Year 6 into their secondary education.

Provision made for Sport including Extra Curricular Activities

The school provides a wide of opportunities to encourage pupils to be health and provides well for their physical development. There is a wide range of provision for sport both within the curriculum and through extracurricular activities. All pupils receive provision for 2 hours of Physical Education per week. Fixtures against other schools also take place when possible within the school day in addition to extra-curricular clubs.

An effective curricular and extracurricular education programme and partnership has continued this year with Cardiff City Football Club enabling Bryn Deri pupils to benefit from expert coaching. Bryn Deri has also been an active participant in the Cardiff Games this year in partnership with Cardiff Metropolitan University and The Urdd. In addition, we have been fortunate to have a range of coaches visit school to deliver high quality taster sessions working within Foundation Phase and Key Stage 2;

Cricket workshop: Radyr Cricket Club
Rugby Workshop: Cardiff Blues
Football Workshop: Cardiff City Football Club

Cricket

Many boys and girls continue to play cricket outside school and several have been selected to play for both Radyr **and** Cardiff and the Vale Cricket Club. We are extremely proud of one pupil who was selected to represent Wales in the U11 Girl's Cricket squad

Football

Many of our girls and boys attend Radyr Rangers Football Club. We have worked in partnership with Cardiff City Football Club to provide both Curricular and extracurricular



football coaching. This resulted in one pupil being selected for CCFC development squad training and Cardiff and Cardiff and Vale Schools' Football Team. A number of games against local primary schools were played last year in addition to participating in local tournaments such as the Rotary Club Football Tournament.

Rugby

The school has several pupils who represent local clubs at Rugby (Pentyrch RFC) at various age groups. Following taster sessions for all pupils, Bryn Deri rugby teams (Y3/4 & Y5/6) competed successfully in Cardiff Blues Rugby Tournament at the Cardiff Arms Park. In addition rugby matches were arranged between local schools and the Urdd.

Netball

Several of our pupils represent the school in netball clubs outside school. The Netball club had a successful season competing once again in the Cardiff Rotary Club Netball Tournament, Urdd Netball Tournament and other matches arranged against local primary schools including Radyr and Thornhill.

Athletics

Bryn Deri Athletic Club (Miss P Evans) participated again in Quads Kids Athletic Competition at Leckwith Athletic Stadium and were successful in being selected to take part in the finals. Pupils from Bryn Deri also took part in the Cardiff Cross Country Competition and were successful in reaching the finals in this competition too.

Swimming

Year 6 and Year 3 pupils continued to attend Swimming lessons at Fairwater Leisure Centre swimming pool. Several of our pupils represent and have competed for the City of Cardiff Swimming Club and have found much success.

Dance

This year once again two dance troupes, Year 6 pupils and 'Highflyerz', performed successfully at the annual Sherman Dance festival in the newly refurbished Sherman Theatre. The children also performed their dance in the Cardiff Games Dance Competition and were awarded 2nd place. We would like to thank Miss Sophie Hutchings and Miss Sammy-Lee Newman for giving of their time freely to choreograph and rehearse these performances with our pupils.

Gymnastics

During 2015-16 pupils Year 3 from Bryn Deri participated in their very first gymnastic competition. The pupils prepared for the Cardiff Games Gymnastic Competition (formerly known as the Schools Novice Competition), during the newly established afterschool gymnastic club.

Inclusive Sports

This academic year, all year 2 pupils attended a Cardiff Games Multisport Tournament and were extremely successful. This was a new tournament for Year 2 pupils and previously attended by Year 5 pupils. Bryn Deri were awarded overall winners of the competition with many pupils receiving individual medals in addition.

12 pupils with additional needs attend Cardiff Inclusive Games held at Fairwater. This is the first time that the school have attended this event. Our pupils were extremely



successful and represented the school admirably winning the overall 1st place trophy in addition to many gold and silver individual medals.

2 pupils attended the Rotary Welsh Schools Disability Gymnastics Championships in 2015-16. This is the first time that we have entered this competition however one pupil was selected to compete in the finals at platinum level (the highest level of skill), and won her section bringing home 3 gold medals and the overall winner trophy. This was an outstanding individual achievement and the event provided an opportunity to celebrate the success of someone who has persevered and overcome physical barriers to achieve success.

Chess

Pupils at Bryn Deri have continued to gain experience, skills and knowledge in chess under the watchful eye of Mr Tim Kett. This year they again entered the Cardiff Schools Chess Championships. One pupil was successful in achieving Runner up in a national tournament!

Overall it has been an excellent year where those who played for the school acquitted themselves admirably, playing all sports with true sportsmanship. This year Bryn Deri were placed 5th in the Cardiff Games which is an commendable achievement. It has been a year where we have encourage our children to see for themselves that sport is for all!

Other “Out of Hours” Activities

The school continues to offer a wealth of extracurricular activities which may vary from term to term. We seek to offer our pupils a wide range of opportunities to discover and nurture their talents.

Out of hours activities offered in 2015-16 include:

- Orchestra (Mrs Hughes RWCMD students)
- Choir (Mrs Hughes RWCMD students)
- Lego Robots (Mark Eldridge)
- Wildlife Club (Mrs Netherway)
- Bryn Deri Chess Club(Tim Kett)
- Street Dance (JSC Dance)
- French Club (La Jolie Ronde)
- ‘SportsXtra’
- Cardiff City Football Club Foundation
- Netball, Football, Cricket, Rugby, Athletic Clubs and Gymnastics (Mr Walker, Mr Eldridge, Miss P Evans, Mrs L Clark and Mrs Davies)
- Welsh Clwb (Urdd and Miss Batte)
- Milittle ipad

Community Links

Bryn Deri Continues to have extremely close links with the local community (Radyr abd Morganstown Community) and the wider community within Cardiff.



The school continues to take an active part in events organised by Radyr and Morganstown Community such as singing at the lighting of the Christmas Trees and in Radyr Festival week in May taking part in the May Day maypole-dancing event. We were proud to again have the May Festival Queen and attendants from our Year 6 class. This year the Community Festival was yet again strengthened by the Community Literacy Award in which all pupils participated. In 2015 we also took part in the Remembrance Sunday Service at Radyr Cenotaph. Members of Radyr Women's Institute are invited annually to the School Eisteddfod to present the Bard and again this year our strong links with this community group were strengthened. The school regularly contributes to the Radyr Chain the local community magazine.

Local Church Ministers and other visitors from charitable organisations continue to enrich our Collective Worship times. Children also visit local places of Worship within Radyr and the wider and culturally diverse community of Cardiff to undertake tasks linked with the curriculum. This year pupils in Year 2 were invited to Christchurch to celebrate Harvest in the Church Hall. This was a wonderful intergenerational event for our children who were invited to stay for refreshments after their performance.

A strong partnership has been developed with Radyr Library and all classes visited the library termly to enhance their learning and foster a love of reading. The school was very much involved in supporting the continuation of our local library in Radyr. Many of our pupils (and staff), were successful in completing the Summer Reading Challenge. In addition the library has yet again supported our successful Dads Behaving Dadly initiative by hosting families to engage in reading activities. Our Thanks must go the librarians at Radyr who support or children and families so professionally.

Our pupils have benefitted from work with the local community in projects such as bird box and bat box building, World War 1 exhibition and local Magistrate Workshops. All pupils received specific PSE Lessons delivered by our Community Police Officer who is a regular visitor to the school. The Whitchurch Fire Service also deliver important lessons to our children.

Strong local partnerships have continued to develop this academic year. One such partnership is between Bryn Deri Primary School and Royal College of Music and Drama. Pupils in Bryn Deri Orchestra had the opportunity to work with students from RWCMD to perform in addition to events in school, at the Local Urdd Eisteddfod competing against Welsh Medium Schools and at the Regional Music for Youth Event. We were exceptionally proud of their performance, which received a warm welcome and strong praise from the adjudicators. The choir also sang a repertoire of songs at a number of events in 2015-16 including charity performances for George Thomas Hospice Christmas Appeal, The African Children's Choir at St David's Hall, and 1000 voices at Cardiff Motorpoint Arena and at the wedding of Mr and Mrs Milton parents of Bryn Deri Primary. Thanks must be given to Mrs Hughes and the talented musicians from RWCMD for giving of their time freely to prepare our pupils for these musical events.

Pupils continue to benefit from and even wider range of visits with in the wider community of Cardiff and beyond, which serve as engagement and consolidation of their learning with in the classroom lined to their contexts of learning. Children have visited such places as the National Museum of Wales, Cardiff Castle, Forest Farm, Noah's Ark Zoo, Cardiff Bay, Radyr Hydro-Electricity Project, Castell Henllys, Kenfig Nature Reserve, Bletchley Park, Brecon Regimental Museum Crucial Crew and the Wales Millennium Centre to



name but few. During the year we have welcomed performances from music, dance and theatre companies including the Artefacts Theatre Company and India Dance Wales. Frequent visits to and from Science specialists such as Techniquest and @Bristol and Bristol Aquarium have brought an extra dimension to pupils' experiences and learning. Entrepreneurial skills have been developed through work with local business such as John Lewis and Lush offering pupils the opportunity to learn about the work place.

The school takes every opportunity to engage and establish local partnerships for the benefit of our pupils and firmly believe that the school should be at the heart of community life.

Destination of School Leavers.

Our catchment Secondary School is Radyr Comprehensive School. Some pupils move on to independent schools or Church schools.

The school continues to have very good links with Radyr Comprehensive and activities such as a music day, sports session, treasure hunt and lesson visits are arranged to help the transition of year 6 from primary to secondary school.

School Attendance

The Education (Pupil Attendance Records) Regulations 1991.

The Governors wish to express their sincere gratitude to all parents for ensuring overall the excellent attendance of the pupils at Bryn Deri and for the conscientious, caring and very punctual way that they inform the school immediately of a child's absence and comply with the Radyr Cluster Attendance Policy. We can report that Bryn Deri's overall attendance is an average of 96.39% - 13 Pupils gained 100% attendance. Unauthorised absence for 2015 / 16 totalled 638 sessions (half days.) This figure is much higher than we would like, but does include children on holiday during school time. Overall it represents a small number of children.

Autumn Term 2015 Unauthorised attendance 0.33% Spring Term 2016 Unauthorised Attendance 0.77% and Summer Term 2015 Unauthorised attendance 1.08%.

Unauthorised absences are recorded when children do not attend school and no specific explanation from parents is forthcoming even after being asked to do so; or they are caused by children having more absences (not including sickness) than the school has actually authorised (e.g. extra holidays.) We wish to remind parents that removing children during term time is detrimental to their education and if parents wish to do so a request has to be made to the Headteacher. Schools within the Radyr Cluster will only authorise family holidays where parents are able to demonstrate that unique or exceptional circumstances prevent the holiday from being taken outside of term time. In general, holidays during term time will not be authorised. In June 2012, Cardiff Local Authority requested that all schools do not authorise holidays in term time, unless in 'exceptional' circumstances. **It is the term time holiday absences that stop our attendance figures improving. The Welsh Assembly Government and LA continue to remind schools to do everything they can to improve attendance.**

Attendance Targets

| School Year | Attendance Target % | Actual |
|-------------|---------------------|--------|
| 2015/16 | 97% | 96.39% |



| School Year | Attendance Target % |
|-------------|---------------------|
| 2015/16 | 97.0 |
| 2016/17 | 97.5 |
| 2017/18 | 98.0 |
| | |

School Improvement Targets

The School Improvement Plan 2015-16

The School Improvement Plan sets out the specific strategically planned tasks required to meet a set of objectives. Priorities take into account Local and National priorities in addition to school based needs. In 2015-16 the priorities had a clear focus on responding to the Donaldson Report 'Successful Futures'. Priorities and objectives were:

Priority 1: Raising Standards in Cross Curricular Competences and Skills

Targets:

- 1.1 Raise standards in writing through maximising systematic opportunities for providing effective development of writing skills across the curriculum
- 1.2 Raise standards in Numeracy through maximising systematic opportunities for providing effective development of Numeracy skills across the curriculum and whole class teaching
- 1.3 Raise standards and confidence in digital competency through maximising systematic opportunities for effective development across the curriculum
- 1.4 Develop high levels of competence in communication skill in Welsh through maximising systematic opportunities across the curriculum

Priority 2: Pedagogy and Curriculum Change

Targets:

- 2.1 To provide a consistent, manageable assessment approach in Foundation Phase which aligns on entry baseline assessment with Foundation Phase Outcomes
- 2.2 To ensure highly effective learning through excellent pedagogy and therefore standards in teaching
- 2.3 To develop a broad, balanced curriculum with experiences that provide rich contexts for learning and ensure continuity and progression

Priority 3: Raising Standards Health and Wellbeing

Targets:

- 3.1 to ensure that **all** pupils experience the social, emotional and physical well-being to thrive and engage successfully in their education

Priority 4: Closing the Gap- Meeting the Needs of all Learners

Targets:

- 4.1 Improve the outcomes in Literacy and Numeracy for vulnerable and disadvantaged pupils including pupils with SEN, LAC and those in receipt of FSM
- 4.2 Improve the outcomes in Numeracy for those pupils identified as MAT through effective targeted support



- 4.3 Further develop high quality provision for learners with emotional social and behavioural needs ensuring maximum achievement
- 4.4 Remove financial barriers to participation in curricular and extracurricular learning activities
- 4.5 Overcome barriers to learning for vulnerable and disadvantaged pupils through strengthening family engagement

Progress against these priorities and the strategically planned tasks, are reviewed termly by the Governing Body. All targets were achieved or largely met although some will continue to be a focus for 2016-17 as part of a three year plan for improvement.

End of Key Stage Targets and Assessments

Foundation Phase Targets - Summary

| | | |
|--|---------|---------|
| School | | |
| FSM % | 4.0 | |
| % of pupils at the "Expected Level" | | |
| | 2015/16 | 2016/17 |
| LLC - English | 96.7 | 93.3 |
| LLC - Welsh 1st Language | | |
| Mathematical Development | 93.3 | 93.3 |
| PSDWBCD | 96.7 | 96.7 |
| Foundation Phase Indicator | 93.3 | 93.3 |
| % of pupils at the "Expected Level +1" | | |
| | 2015/16 | 2016/17 |
| LLC - English | 56.7 | 36.7 |
| LLC - Welsh 1st Language | | |
| Mathematical Development | 46.7 | 33.3 |
| PSDWBCD | 80.0 | 66.7 |

Key Stage 2 Targets – Summary

| | | | |
|--|---------|---------|---------|
| School | | | |
| FSM % | 4.0 | | |
| % of pupils at the "Expected Level" | | | |
| | 2015/16 | 2016/17 | 2017/18 |
| English | 100.0 | 91.7 | 93.1 |
| Welsh 1st Language | | | |
| Mathematics | 100.0 | 95.8 | 93.1 |
| Science | 100.0 | 95.8 | 100.0 |
| Core Subject Indicator | 100.0 | 91.7 | 93.1 |
| % of pupils at the "Expected Level +1" | | | |
| | | | |



End of Key Stage Performance Data

Every year-end of key stage achievement targets are set by the school and agreed by the Governing Body and Consortium Challenge Advisor. Targets can obviously vary from year to year depending on the cohort and pupils coming into and or leaving the class. Targets are none the less challenging yet realistic. Effective use is made of performance data and Teacher Assessment. Expectations are extremely high. Rigorous systems are in place to track pupil progress against targets to ensure that each child meets their potential. The school uses INCERTs an electronic tracking system highly effectively, to track pupil progress and analyse in even greater detail. At the end of Foundation Phase and Key stage 2 we have in place a robust teacher assessment process. Pupil work is moderated both internally by staff and members of the Senior Leadership Team and in partnership with Central South Consortium, Radyr Comprehensive and all the cluster primary schools.

Performance at both key stages is excellent. In 2015-16 (For full details see Summary of Foundation Phase Outcomes and Key Stage 2 National Curriculum Results)

At Foundation Phase:

The Foundation Phase Indicator (FPI) identifies those pupils achieving **Outcome 5** or above in all three areas of learning; Language Literacy and Communication, Mathematical Development and Personal, Social Development, Wellbeing and Cultural Diversity. 2016 results indicate that: **93%** of pupils at the end of Foundation Phase achieved or exceeded the expected outcomes (FPI).

97% of pupils achieved or exceeded the expected outcome in Language, Literacy and communication (LLC).

97% of pupils achieved or exceed the expected outcome in Mathematical Development(MD).

93% of pupils achieved or exceeded the expected outcome in Personal, Social Development, Wellbeing and Cultural Development (PSDWCD).

At Foundation Phase Outcome 5+ performance is above all comparison groups in LLC and MD

Once again a very high proportion (around 50%) of pupils achieved the higher **Outcome 6**. This is significantly above local and national averages.

At Key Stage Two

The KS2 Core Subject Indicator (CSI) identifies those pupils achieving **Level 4** and above in all three subjects; English, Mathematics and Science 2016 results indicate that:

100% of pupils have achieved the Core Subject Indicator.

100% of pupils achieved or exceed the expected level in English, Mathematics and Science.

An exceptionally high proportion of pupils have achieved the higher **Level 5**.

71% English

64.5% Mathematics

67.5% Science

Achievement at KS2 is excellent with performance at both the expected Level 4 and higher than expected Level 5 in all core subjects being above all comparison groups.



National Literacy and Numeracy Tests

In May 2016 statutory tests in literacy and numeracy were administered to pupils in years 2,3,4,5 and 6. The individual results of these tests were reported to parents in addition to the annual progress report and end of key stage teacher assessment reports.

High standards in Literacy and Numeracy were maintained;

In National Reading Tests, 93% of pupils achieved above 85. 100% of pupils in Y6 and 97% in Y2 achieved above 85 which is in line with end of key stage data. The percentage of pupils achieving 85-115 and >115 has remained mainly in line with the previous year's results. In years 4 & 6 performance above 115 was significantly above all comparison groups.

In National Numeracy Tests, both Procedural and Reasoning, there has been an improvement in performance compared to 2015

In the Procedural Tests, almost all year groups saw a decrease in the number of pupils achieving below 85 and an increase in the percentage of pupils achieving >115.

In the Reasoning Tests nearly all year groups saw an increase in the number of pupils achieving above 85 and there was a significant increase in the number of pupils achieving >115

National Categorisation

In 2015-16 the school was categorised as **support category 'Green'**.

The school was in **standards group 1**. This is because combined performance across three years placed the school above the median in all subjects at the expected and above expected levels. Performance at level five plus (L5+) was in quartile one for all subjects and the foundation phase was predominantly above the median for three years.

The Schools ability to bring about improvement was judged to be **category A (excellent)**. This judgement indicates the highest degree of confidence in the school's capacity to drive forward its own improvement in the future.



Foundation Phase Outcomes 2016

SCHOOL & NATIONAL

The following table shows the percentage of pupils attaining each outcome.

| | | Z | S | G | N | D | W | 1 | 2 | 3 | 4 | 5 | 6+ | 5+ |
|--|-----------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Language, Literacy, and Communication Skills in English (LCE) | School | - | - | - | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 50 | 47 | 97 |
| | National | - | - | - | 0 | 0 | 0 | 0 | 1 | 2 | 9 | 54 | 34 | 88 |
| Language, Literacy, and Communication Skills in Welsh (LCW) | School | - | - | - | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | National | - | - | - | * | 0 | * | * | 0 | 1 | 7 | 55 | 37 | 91 |
| Mathematical Development (MDT) | School | - | - | - | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 50 | 47 | 97 |
| | National | - | - | - | 0 | 0 | 0 | 0 | 0 | 1 | 8 | 55 | 34 | 90 |
| Personal and Social Development, Well-being and Cultural | School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 27 | 67 | 93 |
| | National | - | - | - | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 39 | 56 | 95 |

There were 30 pupils in the group.

| | | |
|---|-----------------|----|
| Foundation Phase Outcome Indicator | School | 93 |
| | National | 87 |



Foundation Phase Outcomes 2016

SCHOOL & NATIONAL

The following table shows the percentage of boys attaining each outcome.

| Boys | | Z | S | G | N | D | W | 1 | 2 | 3 | 4 | 5 | 6+ | 5+ |
|--|-----------------|---|---|---|---|---|---|---|---|---|----|----|----|----|
| Language, Literacy, and Communication Skills in English (LCE) | School | - | - | - | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 59 | 35 | 94 |
| | National | - | - | - | - | - | - | - | - | - | - | - | - | 84 |
| Language, Literacy, and Communication Skills in Welsh (LCW) | School | - | - | - | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | National | - | - | - | - | - | - | - | - | - | - | - | - | 88 |
| Mathematical Development (MDT) | School | - | - | - | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 47 | 47 | 94 |
| | National | - | - | - | - | - | - | - | - | - | - | - | - | 88 |
| Personal and Social Development, Well-being and Cultural | School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 29 | 59 | 88 |
| | National | - | - | - | - | - | - | - | - | - | - | - | - | 93 |

There were 17 boys in the group.

| | | |
|---|-----------------|----|
| Foundation Phase Outcome Indicator | School | 88 |
| | National | 83 |



Foundation Phase Outcomes 2016

SCHOOL & NATIONAL

The following table shows the percentage of girls attaining each outcome.

| Girls | | Z | S | G | N | D | W | 1 | 2 | 3 | 4 | 5 | 6+ | 5+ |
|---|----------|---|---|---|---|---|---|---|---|---|---|----|----|-----|
| Language, Literacy, and Communication Skills in English (LCE) | School | - | - | - | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 38 | 62 | 100 |
| | National | - | - | - | - | - | - | - | - | - | - | - | - | 92 |
| Language, Literacy, and Communication Skills in Welsh (LCW) | School | - | - | - | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | National | - | - | - | - | - | - | - | - | - | - | - | - | 95 |
| Mathematical Development (MDT) | School | - | - | - | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 54 | 46 | 100 |
| | National | - | - | - | - | - | - | - | - | - | - | - | - | 92 |
| Personal and Social Development, Well-being and Cultural | School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 77 | 100 |
| | National | - | - | - | - | - | - | - | - | - | - | - | - | 97 |

There were 13 girls in the group.

| | | |
|------------------------------------|----------|-----|
| Foundation Phase Outcome Indicator | School | 100 |
| | National | 91 |

D represents pupils who have been disapplied under sections 113 - 116 of the 2002 Education Act, or pupils for whom teachers were unable to provide an assessment.

N represents pupils not awarded an outcome for reasons other than disapplication.

W represents pupils who are 'working towards' outcome 1, but have not yet achieved the standards needed for outcome 1.

The general expectation is that the majority of 7 year olds will attain outcome 5.

The Foundation Phase Indicator represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW and MDT in combination.



2016 Years' Results KS2

Summary of National Curriculum Assessment results of pupils in the school (2016) and nationally (2015) at the end of Key Stage 2 as a percentage of those eligible for assessment.

| | | N | D | NCO 1, 2, & 3 | 1 | 2 | 3 | 4 | 5 | 6+ | 4+ |
|----------------|----------|---|---|------------------|---|---|----|----|----|----|-----|
| English | School | 0 | 0 | 0 | 0 | 0 | 0 | 29 | 71 | 0 | 100 |
| | National | 0 | 0 | 0 | 1 | 2 | 7 | 49 | 39 | 1 | 90 |
| Oracy | School | 0 | 0 | 0 | 0 | 0 | 0 | 39 | 55 | 6 | 100 |
| | National | 0 | 0 | 0 | 0 | 2 | 7 | 48 | 41 | 2 | 90 |
| Reading | School | 0 | 0 | 0 | 0 | 0 | 0 | 32 | 68 | 0 | 100 |
| | National | 0 | 0 | 0 | 1 | 2 | 8 | 47 | 40 | 2 | 89 |
| Writing | School | 0 | 0 | 0 | 0 | 0 | 0 | 48 | 52 | 0 | 100 |
| | National | 0 | 0 | 0 | 1 | 2 | 12 | 51 | 32 | 1 | 84 |

| | | | | | | | | | | | |
|----------------|----------|---|---|---|---|---|----|----|----|---|----|
| Cymraeg | School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | National | * | 0 | 0 | 0 | 2 | 7 | 53 | 37 | 1 | 90 |
| Oracy | School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | National | * | 0 | 0 | 0 | 1 | 7 | 51 | 40 | 1 | 92 |
| Reading | School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | National | * | 0 | 0 | 0 | 2 | 8 | 50 | 38 | 1 | 90 |
| Writing | School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | National | * | 0 | 0 | 0 | 2 | 13 | 56 | 28 | 1 | 85 |

| | | | | | | | | | | | |
|--------------------|----------|---|---|---|---|---|---|----|----|---|-----|
| Mathematics | School | 0 | 0 | 0 | 0 | 0 | 0 | 35 | 65 | 0 | 100 |
| | National | 0 | 0 | 0 | 0 | 2 | 7 | 49 | 40 | 1 | 90 |

| | | | | | | | | | | | |
|----------------|----------|---|---|---|---|---|---|----|----|---|-----|
| Science | School | 0 | 0 | 0 | 0 | 0 | 0 | 32 | 68 | 0 | 100 |
| | National | 0 | 0 | 0 | 1 | 1 | 6 | 50 | 41 | 0 | 91 |

| | | |
|-------------------------------|----------|-----|
| Core Subject Indicator | School | 100 |
| | National | 88 |



% boys at each level

| | | N | D | NCO 1, 2, & 3 | 1 | 2 | 3 | 4 | 5 | 6+ | 4+ |
|--------------------|-----------------|---|---|------------------|---|---|---|----|----|----|-----|
| English | School | 0 | 0 | 0 | 0 | 0 | 0 | 33 | 67 | 0 | 100 |
| | National | - | - | - | - | - | - | - | - | - | 87 |
| Cymraeg | School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | National | - | - | - | - | - | - | - | - | - | 88 |
| Mathematics | School | 0 | 0 | 0 | 0 | 0 | 0 | 33 | 67 | 0 | 100 |
| | National | - | - | - | - | - | - | - | - | - | 88 |
| Science | School | 0 | 0 | 0 | 0 | 0 | 0 | 40 | 60 | 0 | 100 |
| | National | - | - | - | - | - | - | - | - | - | 90 |

| | | |
|-------------------------------|-----------------|-----|
| Core Subject Indicator | School | 100 |
| | National | 85 |

% girls at each level

| | | N | D | NCO 1, 2, & 3 | 1 | 2 | 3 | 4 | 5 | 6+ | 4+ |
|--------------------|-----------------|---|---|------------------|---|---|---|----|----|----|-----|
| English | School | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 75 | 0 | 100 |
| | National | - | - | - | - | - | - | - | - | - | 93 |
| Cymraeg | School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | National | - | - | - | - | - | - | - | - | - | 94 |
| Mathematics | School | 0 | 0 | 0 | 0 | 0 | 0 | 38 | 63 | 0 | 100 |
| | National | - | - | - | - | - | - | - | - | - | 92 |
| Science | School | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 75 | 0 | 100 |
| | National | - | - | - | - | - | - | - | - | - | 93 |

| | | |
|-------------------------------|-----------------|-----|
| Core Subject Indicator | School | 100 |
| | National | 91 |

D represents pupils who have been disappled under sections 113 - 116 of the 2002 Education Act, or pupils for whom teachers were unable to provide an assessment.

N represents pupils not awarded a level for reasons other than disapplication. National Curriculum Outcomes 1, 2 and 3 describe achievements below level 1.

The general expectation is that the majority of 11 year olds will attain level 4.

The Core Subject Indicator represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination



Financial Statement 2015/2016

| Bryn Deri Financial Report to Parents 2015-16 | | |
|--|---|---------------------------------------|
| Details | £ Governor Approved Budget 2015/16 | £ Actual Expenditure 2015/16 |
| <u>Employee Related Expenses</u> | 827,588 | 843,137 |
| <u>Premises Related Expenses</u> | 84,366 | 83,607 |
| <u>Supplies & Services Expenses</u> | 60,356 | 73,699 |
| <u>Central Services</u> | 41,986 | 42,256 |
| Gross Expenditure | 1,014,296 | 1,042,699 |
| <u>Income</u> | -125,815 | -175,122 |
| Gross Income | -125,815 | -175,122 |
| <u>Interest and Other</u> | | -549 |
| Net Expenditure | 888,481 | 867,037 |
| Less Uninvested Balance Brought forward | -18,821 | |
| Less earmarked Rates | -13,268 | -13,225 |
| Contribution to/from balances | | 2,610 |
| TOTAL NET EXPENDITURE | <u>856,392</u> | <u>856,392</u> |

| Summary | |
|---|-------------------------|
| Total resources available in 2015-2016 | £ |
| School balances Brought forward from 2014-2015 | 18,820.51 |
| School Loans Brought forward from 2014-2015 | 0 |
| Prior Year Adjustment | 0 |
| Total delegated resources | 869,600 |
| Total | 888,480.51 |
| Actual Expenditure | 867,037.11 |
| Less change in investments | 0 |
| Less Movements in Temporary Loan | 0 |
| Less variance in earmarked rates | -13.00 |
| Total balance carried forward to 2016-2017 | <u>21,430.40</u> |
| Statement of Balances Held | |
| Uninvested Balance as at 31st March 2016 | £ 21,430.40 |
| Invested Balance as at 31st March 2016 | 0 |
| Outstanding Loans as at 31st March 2016 | 0 |
| Total Balances held as at 31st March 2016 | <u>21,430.40</u> |



SCHOOL TERM DATES ACADEMIC YEAR 2016/2017

| TERM | TERM BEGINS | HALF TERM BEGINS | HALF TERM ENDS | TERM ENDS | SCHOOL DAYS |
|--------|-----------------------------|---------------------------|---------------------------|---------------------------|-------------|
| Autumn | Thursday 1st September 2016 | Monday 24th October 2016 | Friday 28th October 2016 | Friday 16th December 2016 | 72 |
| Spring | Tuesday 3rd January 2017 | Monday 20th February 2017 | Friday 24th February 2017 | Friday 7th April 2017 | 63 |
| Summer | Monday 24th April 2017 | Monday 29th May 2017 | Friday 2nd June 2017 | Friday 21st July 2017 | 60 |

TOTAL DAYS 195

Thursday 1st September 2016 will be a designated INSET day for **all Community Schools**. **Friday 2nd September** will also be an INSET day at Bryn Deri Primary. There will be **three** further INSET days during the year.

All schools will be closed on **Monday 1st May 2017** for the May Day Bank Holiday

INSET Days 2016/2017

Tuesday 3rd January

Monday 24th April

Friday 26th May